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ABSTRACT

The National Advisory Council on Women's Educational Programs was established in 1974 according to one of the provisions of the Women's Educational Equity Act, Public Law 93-380. The Council is charged with overseeing the administration of the program created by the act, making recommendations regarding funding of projects under the act, evaluating funded projects, disseminating information about Council activities, and advising the Secretary of Education on the improvement of educational equity for women. The sixth annual report of the Council identifies the members, clarifies the history of the Council, and reports on Council activities related to sexual harassment, vocational education, the Black Women's Symposium, student financial assistance, American Indian women, Congressional actions, and the U.N. Decade for Women. (PGD)

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national advisory council on women's educational programs

U.S. DEPARTMENT OF HEALTH, EDUCATION & WELFARE
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Women's Education: The Challenge of the 80's

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Sixth Annual Report
March 1981

The National Advisory Council on Women's Educational Programs was established by Congress through the Women's Educational Equity Act of 1974. Its twenty members—seventeen appointed by the President and three ex officio—make policy recommendations to Federal education officials to help achieve educational equity for women and girls. The Council's mandate addresses not only the Women's Educational Equity Act but all Federal policies and programs affecting women's education at every level. The Council strives to incorporate a concern for the special needs of women and girls into all federally aided education programs. It also seeks to promote an awareness of and sensitivity to the unique needs of minority women.

Women's Education: The Challenge of the 80's

Annual Report 1980

National Advisory Council
on Women's Educational Programs

Established by Congress through the Women's Educational Equity Act

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Secretary Terrel Bell with Council members and Rep. Claude Pepper at swearing in ceremony, January 27, 1981. (left to right): Joy Simonson, Executive Director; Ellen Hoffman, Kathleen Humphrey, Bernice Sandler, Ruth Nadel, Susan Margaret Vance, Jon Fuller, Secretary Terrel Bell, Jewel Prestage, Virginia Foxx, Eliza Carney, Maria Bechily, Rep. Claude Pepper, Carolyn Attneave, Rhine McLin, Barbara Carey, Sister Isolina Ferre, Paul Parks

national advisory council on women's educational programs

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The President
The White House
Washington, D.C.

Dear Mr. President:

The National Advisory Council on Women's Educational Programs is pleased to transmit this Sixth Annual Report. We believe that it not only reviews our past year of productive work but also provides a foundation for our ongoing efforts on behalf of educational equity for women and girls.

Active participation in the Advisory Council by members from all sections of the country and from many walks of life has contributed significantly to the quality of our advice concerning education programs and legislation. Equal access and treatment for all Americans throughout the educational system is our overriding concern.

As the Administration reviews the role and functions of the Federal government in education, we hope that commitment to equity will continue to be an essential factor in all decisions.

The Council members appreciate the opportunity to serve in this capacity. We look forward to working with the newly appointed officials of your Administration.

Sincerely,

Susan Margaret Vance
Chair

NATIONAL ADVISORY COUNCIL ON WOMEN'S EDUCATIONAL PROGRAMS

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Director, Women's Bureau
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Director, Women's Action Program
U.S. Department of Health and Human Services

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* As provided in 20 U.S.C. 1233b, members continue to serve beyond their original terms until their successors are appointed. Members noted with single asterisks above served at some time during 1980, but are not current members of the Advisory Council.

** Council Chair through June, 1979.

Secretary of Education, Terrel Bell, swears in new members.
(left to right): Jewel Prestage, Virginia Foxx, Maria Bechily, Rhine McLin, Barbara Carey
January 27, 1981

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SIXTH ANNUAL REPORT
OF THE
NATIONAL ADVISORY COUNCIL
ON WOMEN'S EDUCATIONAL PROGRAMS

INTRODUCTION

> "Women must seek wider horizons, move out of traditional occupations, and plan for long term careers. Equal employment legislation may open new doors for women, but women themselves must be prepared to walk through them." (The Subtle Revolution: Women at Work. Ralph E. Smith, Editor. The Urban Institute, Washington, D.C. 1979.)

Preparing women to walk through those doors has been a goal of the National Advisory Council on Women's Educational Programs (NACWEP) in its six years of service in the cause of educational equity for women. While it will take a long time to make up for years of neglect and discrimination, each year there are significant changes in the attitudes, outlook, and goals of American women. These changes are reflected in many ways:

- The gap in the jobless rate between men and women is closing according to the Bureau of Labor Statistics figures released for 1980: 6.3% for women, 5.9% for men. For a two month period in 1980, women's unemployment rate was either lower or equal to the men's rate.

- The Chronicle of Higher Education noted a breakthrough this year: the majority of college students are now women. At every academic level, the enrollment of women increased in the 70's. Institutions adjusted to the new majority with women's studies, women's sports, women's centers, and more women deans.

- A study commissioned by NACWEP on the nature of Federal financial assistance distribution at three institutions of higher education concluded that "there is a fairly equal distribution of aid by the type and amount between males and females." Student aid programs designed to help needy persons have been a factor in the increased participation by women in higher education.

Unfortunately, there are caveats to all of these impressive measures of progress. While the gap in the unemployment rate between men and women is closing, the earnings gap is not. Indeed, the jobs that women kept in a recession period were the lower paying service and clerical jobs, while the jobs that men lost in this period were higher paying, such as those in the automotive and homebuilding industries. Moreover, the jobless rate for minorities in 1980 was 11.4% for men and 11.1% for women, almost double the overall unemployment rates.

Although there are more women students in college, the majority are still pursuing the traditional "women's courses" such as education, English and library science, liberal arts and humanities. Following passage of the Vocational Education Act of 1976, vocational education programs have opened up for women, but here, too, few women are enrolled in the programs that lead to better paying jobs. They continue to choose the traditional occupations of home economics, nursing, and clerical training.

Clearly, educational equity for women must remain a top priority in any agenda for the 80's for women.

In 1980, the Council continued to exert its influence to bring educational equity a little closer for women. It was also a year of transition; a new Department of Education gave the Council an opportunity to urge that equity be a major concern of the new Department.

In this sixth annual report the Council relates its major activities, philosophy, and concerns for educational equity, as it continues its efforts to prepare women to walk through the doors, and seek increased opportunity.

HISTORY OF THE COUNCIL

Congress declared in 1974 that "educational programs in the United States... as presently conducted, are frequently inequitable as such programs relate to women and frequently limit the full participation of all individuals in American society." (Women's Educational Equity Act (WEEA), Public Law 93-380, Section 408 (b)(1).) The intent of Congress was "to provide educational equity for women in the United States." The Commissioner of Education (now Secretary of Education) was authorized to make grants to and enter into contracts with individuals, public agencies, and private non-profit organizations for activities to carry out this function. The Council was established under the original Act. It consists of 17 public members appointed by the President, as well as three ex-officio members, the staff Director of the Civil Rights Commission, the Director of the Women's Bureau of the Department of Labor, and the Director of the Women's Action Program of the Department of Health and Human Services. Its duties are to:

- Advise the Secretary of Education and make recommendations regarding the improvement of educational equity for women;
- Make recommendations on policy matters relating to the administration of the Women Educational Equity Act Program (WEEAP) including allocation of funds and criteria for program priorities;
- Evaluate the programs and projects funded under WEEA;
- Make appropriate reports to Congress and the President on Council activities; and
- Disseminate information about Council activities.

The Women's Educational Equity Act was reauthorized in 1978 by the Congress (P.L. 95-561) with an added provision - special programs and projects of local significance to achieve compliance with Title IX of the Education Amendments of 1972 (which prohibits discrimination on account of sex in any Federally funded education program or activity) could be supported by WEEAP whenever appropriated funds exceeded $15 million. The first $15 million would continue to be used for activities of national, statewide, or general significance.

Taking a comprehensive view of its mandate, the Council has:

- Reviewed major educational programs to ascertain their impact on women;
- Tried to "mainstream" a concern for educational equity in new legislation or reauthorization of old legislation;
- Examined proposed regulations and made recommendations to enhance women's equity;
- Emphasized a special concern for the problems of minority women.

The Council acts through its committees which are: Civil Rights; Federal Policies, Practices, and Programs; WEEA Program; and Executive. The activities and commitments of the Council are carried out by:

- Analysis of present and proposed education policies and programs to determine their effect on the goal of equity for women;
- Recommendations to the Secretary of Education and Departmental officials;
- Public hearings, publications, correspondence;
- Work with other Federal agencies and private organizations; and
- Testimony before Congressional Committees and assistance to Congressional staff when requested.

WOMEN'S EDUCATIONAL EQUITY ACT

Evaluation of the Program

A prime responsibility of the Council is the annual evaluation of the programs and projects funded by the WEEAP. This year the evaluation focused on:

- A follow-through on recommendations made to WEEAP administration by the Council from 1976 through 1979;

- An assessment of grants activities and contract activities;
- A Title IX impact study; and
- An analysis of projects and products for special population groups.

Tracking previous Council suggestions revealed that the WEEAP administration had been responsive in several areas:

- Funding priorities in the new WEEAP regulation;
- Improvement of publication and dissemination of WEEAP products;
- Improvement in communication between Council and WEEAP; and
- Technical assistance given to WEEAP applicants for proposal development.

The Council's evaluation found that budget restrictions prevented WEEAP staff from providing adequate monitoring of the grantees, except to solve problems as they arose. In addition, few site visits to grantees were possible. The Council recommended a regular system of telephone communication between WEEAP staff and project directors to compensate for this.

Council members and staff made 21 site visits to WEEAP projects carefully selected to present a picture of the diversity of the grants. Each project visitor followed observation guidelines and prepared an observation summary. Grantees were generally found to be making excellent progress in developing their products and programs with WEEA funds. However, a need for closer monitoring and more technical assistance was observed. In addition to the site visits, the Council surveyed WEEA project directors whose projects had terminated in fiscal year 1978. Results of the survey indicated that the program staff and project directors' conferences were helpful, but criticism was directed at the product dissemination system which often prevented products from being delivered in a timely and efficient manner.

The results of the impact study of three years of WEEA Title IX contract activities showed that both state and local education personnel increased

their capabilities to provide Title IX training and technical assistance services. Information and materials developed by the projects were used by state sex equity coordinators in vocational education workshops. State administrators reported that as local education agencies became more familiar with Title IX, substantive changes were made in educational policies and curricula. Many school systems and state education agencies have used workshop materials developed by the WEEAP Title IX technical assistance projects.

Special Population Groups

The Council studied the projects funded by WEEAP in the past three years which were designed to assist minority women or women in special population groups and learned that the largest number of these were directed to older and returning women, followed by rural, black, and low income women. Other special groups were: single mothers, Hispanic women, other ethnic and minority women, displaced homemakers, Asian American women, and American Indian women. For fiscal year 1981, the Secretary of Education has proposed that model projects on educational equity for racial and ethnic minority women and girls receive 40% of the funds available, and that another 30% of the funds go to model projects on Title IX compliance. The Council had encouraged and recommended these priorities to the Secretary of Education.

WEEA Appropriation

The Council testified before the Senate Appropriations Committee in March and later sent written testimony to the House Appropriations Subcommittee which considered the WEEAP appropriation for FY 1981, stressing the need for a funding of $15 million for Tier I (demonstration or model) projects, and $15 million for Tier II (locally significant) projects. The final budget figure of $10 million was part of a continuing resolution which maintained many government programs at their current funding level.

SEXUAL HARASSMENT REPORT

The Council has consistently supported efforts to strengthen implementation of Title IX of the 1972 Education Amendments in colleges and universities, not only in areas of obvious discrimination, but also in less visible forms, such as sexual harassment of students by faculty. Beginning with a study in 1978 of the legal aspects of the sexual harassment of students, which concluded that this was a form of discrimination prohibited by Title IX, the Council urged the Office for Civil Rights (OCR) in the Department of Health, Education, and Welfare (now Education Department) to take action and enforce the law. There was no response to this request. Subsequently, in 1979, the Council issued a "Call for Information on the Sexual Harassment of Students," to learn more about the scope and nature of the problem. Responses were received from student victims, student organizations, student government bodies, women's centers, community groups, education associations, and administrators of college campuses. It became obvious that there was indeed a need for greater study and discussion of the problems of sexual harassment of students, both for the help of students and the guidance of colleges and universities.

Most institutions had approached the question only on an ad hoc basis and few had guidelines to deal specifically with the problem. The findings are contained in Sexual Harassment: A Report on the Sexual Harassment of Students, released by the Council in October. It consists of:

- An overview of the nature of campus sexual harassment;
- A definition of the term;
- Ways and means of dealing with the problems;
- Recommendations for Federal action; and
- A technical supplement with legal information and suggestions for institutional actions.

The diverse stories reported by victims revealed that the sexual harassment of students ranges from "generalized sexist remarks or behavior" to actual assault of students by persons on the faculty or staff. The study found that all forms of harassment distort the normal relationship of teacher and student, and inflict some harm on the student. The extent of the problem is as yet unascertained. Since there are only a few institutions which deal with the situation in a formalized manner, many victims of sexual harassment try to cope without any help from the institution, other students, or teachers. Too often complaints from students are not taken seriously or are passed along to another level of authority and forgotten. The Council made the following recommendations based on its study:

- That the OCR in the Department of Education assume leadership in developing and disseminating guidelines which establish sexual harassment of students as a violation of Title IX, and that other agencies with Title IX enforcement responsibilities adopt those guidelines;

- That the President issue an Executive Order directing all Federal agencies which administer laws or provisions prohibiting sex based discrimination to promulgate explicit prohibitions of sexual harassment;

- That Federal enforcement agencies develop and make available to colleges and universities those kinds of technical assistance which will increased awareness and reduce tolerance for sexual harassment on campuses; and

- That Federal grants programs which are charged with promoting equal educational opportunities (such as WEEAP, Fund for the Improvement of Postsecondary Education, and the National Institute of Education) encourage research designed to promote understanding of and lead to the elimination of sexual harassment.

Following the release of the report, a briefing session was held by the Council for officials from several offices in the Department of Education including the OCR. The media have expressed interest in the issue, and there has been a large number of requests for the report from postsecondary institutions. Increased awareness of the dimensions of the problem on the part of administrators, faculty, and students should lead to effective procedures to handle sexual harassment on campus.

VOCATIONAL EDUCATION

A significant contribution to the forthcoming Congressional reauthorization of the Vocational Education Act of 1976 is the 1980 report jointly published by NACWEP and the National Advisory Council on Vocational Education - Improving Sex Equity: The Impact of the 1976 Vocational Education Amendments on Sex Equity in Vocational Education. The two Councils working together produced a major study of the effects of the 1976 legislative provisions which were designed to improve sex equity in vocational education. Others who will share the benefits of this study are: Federal and state officials concerned with the extent to which sex equity has increased, local educators and school board members, community organizations and individuals concerned with the need for adequate employment training.

The 1976 Vocational Education Amendments included many specific provisions intended to achieve sex equity: funding for full time state sex equity coordinators; state plans with detailed methods to ensure equal access for both sexes; opportunities for special groups of women such as displaced homemakers, and persons seeking non-traditional jobs; and state funding for support services such as child care. The effectiveness of these provisions was analyzed by using:

- State reports and national and state enrollment data;
- Recent research studies on the impact of vocational education on men and women; and
- Testimony at two public hearings held by the Councils in 1980 (New York, May 8-9 and Denver, May 15-16) from individuals and groups affected by the legislation as well as those responsible for implementing the legislation.

Information contained in state reports and from enrollment data, clearly indicated that there was a rapid expansion in enrollment of women in vocational education programs between 1972 and 1978; and that a shift in women's concentration from traditional (clerical, beauty culture, health services) to mixed programs (business and office, data processing, accounting, real estate sales, hotel and motel) is occurring. Some slight increase of women in non-traditional programs was also found.

In general, significant progress toward sex equity was attained only when there was a commitment of major funding, detailed planning, monitoring systems, and a commitment on the part of the entire state staff to address sex equity issues. Data from the American Institutes for Research study also showed that schools which made major efforts to recognize and rectify inequities had a higher proportion of non-traditional students.

The Councils' two public hearings identified additional issues for discussion of the Federal role in the elimination of sex discrimination and sex stereotyping in vocational education. The information in this study will assist the Councils in determining which provisions of the legislation should be reauthorized, modified, or deleted, and which new provisions might be added.

DEPARTMENT OF EDUCATION

On May 4, 1980, the Department of Education took its official place with other Cabinet level departments under the direction of Secretary Shirley M. Hufstedler. The Council considered alternative placement for the WEEAP office in the new Department, and finally recommended to the Secretary that it be placed under the Assistant Secretary for Research and Improvement. In the final organizational structure, this is where it was placed.

Secretary Hufstedler attended the April meeting of the Council and spoke of her concern to give priority to women who suffer double disadvantages, such as minority women and handicapped women. At the June Council meeting, the members shared views with Dr. Daniel Taylor, Assistant Secretary for Vocational and Adult Education; Dr. F. James Rutherford, Assistant Secretary for Education Research and Improvement; and Nancy LeaMond, Special Assistant to the Secretary. The Council members expressed their desire to foster a spirit of mutual understanding and cooperation with the Department so that attention to equity may be "mainstreamed" or infused throughout the programs and philosophy of the Department of Education.

BLACK WOMEN'S SYMPOSIUM

In the fall of 1979, the Council sponsored a Symposium on the Socialization of Balck Women at Texas Southern University, an historically black institution. The participants discussed the socialization process of black women and the impact of race and sex on their development and behavior. From the five commissioned papers and discussion in the eight workshops, findings and recommendations were made to the Council and appear in the report published in September. The Symposium concluded that there is:

- An underrepresentation of black women in policy making areas at all levels of local, state, and Federal agencies;
- A lack of research specifically directed to black women's socialization and development;
- A need for more parental involvement in the educational development of their children; and
- A need for researching and sharing information on the success mechanisms of black women.

The Symposium submitted recommendations which urged the Council to continue its research efforts in this field and to work for appropriate changes in Federal policies.

Based on these findings and information gathered at a hearing in Jackson, Mississippi, in 1979 for female minority heads of household, the Council made a number of recommendations to the Director of WEEAP:

- That any WEEAP network service include information and material specifically for minority women;
- That review panels for WEEAP grant applications have minority women as readers; and
- That special consideration be given to funding model projects for racial and ethnic minority women.

STUDENT FINANCIAL ASSISTANCE

The Council was pleased to find that financial assistant to students from Federal sources (Basic Educational Opportunity Grant (Pell Grant) Supplementary Educational Opportunity Grant, National Direct Student Loan, Guaranteed Student Loan, and work-study awards) is being distributed in an equitable fashion to men and women applicants, based on a study of three postsecondary institutions which was commissioned by the Council. A report on the study was published in August - Student Financial Assistance Distribution: A Study of Patterns at Three Institutions of Higher Education. Lacking a comprehensive analysis from the Department of Education on the equitable distribution of financial assistance, the Council commissioned the study, using data from three demographically distinct campuses. There were no policy recommendations by the Council since it appears that the system is working well.

AMERICAN INDIAN WOMEN

The educational needs of Indian women and girls were the subject of a public hearing held in conjunction with a Council meeting at Phoenix, Arizona in January 1980. Prior to this meeting the Council had written to the Office of Indian Education, calling attention to the fact that there were few data on Indian women's educational attainments, and had called for a study of the problems of sex equity for this group by the Secretaries of Interior and Education. Among the specific concerns expressed by witnesses from a variety of tribes and organizations at the hearing were the need for Indian women to have:

- Representation at policy making and decision implementing levels;
- Support services to facilitate education and training; and
- Equal access to employment and training.

The Council distributed a summary of the testimony to all offices and advisory bodies concerned with Indian education, asking for a response to the findings and recommendations.

Among several comments and suggestions made by the Council on proposed regulations for the Indian Education Act, only one was accepted: that Federally funded demonstration projects include those that "overcome sex stereotypes relating to occupations." In reviewing proposed amendments to the regulations for the Vocational Education Act, the Council recommended a section be added which would require grant applicants in the Indian programs to provide appropriate plans to eliminate sex bias and stereotyping. In July, the Council also requested the Director of WEEAP to make special efforts to recruit and use American Indian women as readers on review panels, and to have a fair representation of Indian and Alaskan women among the WEEAP grantees.

In the reauthorization of the Vocational Education Act in the 97th Congress, the Council will continue to call attention to the special needs of Indian women and girls.

THE COUNCIL AND CONGRESS

The Higher Education Act

In 1980, the Council followed closely the progress of the reauthorization of the Higher Education Act of 1965. The recommendations made to the Congress stemmed from many of the Council's reports, such as Educational Needs of Rural Womens and Girls, January 1977; Working Women Speak, July 1979; and Neglected Women: the Educational Needs of Displaced Homemakers, Single Mothers and Older Women, September 1978. The Council was pleased that the final language of the Higher Education Act included many Council recommendations:

- States may make grants and enter into contracts with institutions to provide child care services that will enable women to attend school;
- The time limitation for Basic Educational Opportunity Grants or Supplementary Educational Opportunity Grants (SEOG), formerly 4 years, was modified to the period required for completion of the course of study;
- Under the SEOG program and the Work-Study Program, 10% of the funds may be used for less than half-time students;

- Employment under the Work-Study program shall be compatible, whenever possible, with the educational program of the student; and

- Annual evaluation reports from the Secretary of Education to the House and Senate Committee on Education and Labor will include data indicating the effectiveness of the programs and projects by race, sex, and age of its beneficiaries.

Youth Employment and Education Bill

The Administration introduced a major education and employment bill early in 1980 which included several sections concerned specifically with the need to overcome sex role stereotyping for young women. Many of these were suggested by the Council to the Domestic Policy Staff of the White House. While the bill was under consideration by the House Committee, the Council drafted and disseminated a position paper entitled "Statement of Principles: Sex Equity in Vocational Education and Youth Training and Employment Programs" which called for:

- Vigorous enforcement of laws that protect the rights of women, such as Title IX of the 1972 Education Amendments;

- Action to eliminate sex stereotyping at all levels of educational programs;

- Encouragment of the study of math and science by young women;

- Counselling and guidance to present a wide choice of jobs;

- Support services for teenage mothers to complete their education; and

- A full range of counselling services, financial aid, and support services for single parents, rural women, and displaced homemakers.

Although the legislation died in the closing days of the 96th Congress, the Council will continue to urge attention to these principles in any future legislation dealing with these topics.

Women in Science Bill

In 1978 the Council became involved with the first Women in Science Bill when it circulated a draft copy with a request for comments to more than 30 organizations concerned with the advancement of women in science. The comments were compiled and sent, together with Council comments, to the Senate sponsor, Senator Kennedy. Many of the basic concepts were written into the final bill introduced in 1979, which was combined with the National Science Foundation reauthorization in the Senate. Although the conference committee deleted some of the Women in Science sections, a "Statement of Managers" for the bill indicated a strong interest in the encouragement and participation of women and minorities in scientific education and careers. The Council will maintain a special interest in the implementation of this legislation.

JUSTICE DEPARTMENT / EXECUTIVE ORDER

The enforcement of Title IX of the Education Amendments of 1972 - which prohibits sex discrimination in federally funded education programs and activities - has been random and of low priority: this was one of the conclusions of a Council report published in 1978, The Unenforced Law. This report recommended that the Department of Justice be responsible for coordinating Title IX enforcement, as it is for the enforcement of laws prohibiting race discrimination in Federally funded programs. The Council recommended in 1979 that an Executive Order be issued to coordinate enforcement of the nondiscrimination laws and made comments on a draft of a proposed Executive Order to the Office of Management and Budget in 1980. On November 2, 1980, the President signed Executive Order 12250, "Leadership and Coordination of Nondiscrimination Laws," which designates the Attorney General as the responsible person to coordinate the implementation and enforcement by Executive agencies of Title VI of the Civil Rights Act, Title IX of the Education Amendments of 1972, Section 504 of the Rehabilitation Act of 1973, and any other Federal laws of nondiscrimination. The Council is pleased to have made a contribution to the development of the Order, and will monitor its implementation in 1981.

ORGANIZATIONS AND PUBLIC INFORMATION

Council members and staff have worked with many groups in developing information and policies in a way that has been mutually supportive. Among the groups which took an active role in working for an increased appropriation for WEEA, the passage of the Higher Education Act, and the Women in Science Act were the Women's Equity Action League, the National Coalition for Women and Girls in Education, and the National Commission for Working Women. The networks that are formed with such national organizations are of great assistance to the Council in carrying out its mission.

Responding to requests for information on women's educational programs, for assistance in learning what can be done under the law to promote educational equity, for scholarship information, for Council publications -- are all part of the daily work of the Council. For example, a concerned committee of faculty members and students from a small women's college came to Washington, met with Council staff and received specific information, took away publications to read, and later acknowledged its gratitude for the help provided. The small office and staff of the Council do not appear to be as overwhelming or impersonal as, for instance, the Department of Education.

U.N. DECADE FOR WOMEN

A Programme of Action was adopted by the World Conference of the United Nations Decade for Women at Copenhagen, Denmark in July, 1980 which was attended by two Council members, Sister Isolina Ferre as a U.S. delegate, and Majorie Bell Chambers as an alternate delegate, and by the Executive Director as an interested observer. Women's education was one of the main concerns of the Conference. The Council prepared and sent to Copenhagen a summary of its activities which it shared with the delegates. A major objective of the Programme is to "provide equal access to educational and training opportunity at all levels of all types for girls and women in all sectors of society" - a goal which the Council heartily endorses.

CONCLUSION

The "legitimate passion for equality" which Alexis deTocqueville noted in America in 1840 is alive and well today and there is no better example of our Nation's commitment to this goal than the Women's Educational Equity Act and Title IX of the Education Amendments of 1972. The implementation and enforcement of these laws will continue to be monitored by the Council as the first decade of Title IX activity is concluded. The Council will continue to reach out in the 80's to different groups of women, to work for further progress toward full equality of educational opportunity. It will continue to respond to and work with teachers and students, taxpayers, community groups, the Congress, and women everywhere in finding ways and means to make educational equity for women a reality.

Meeting the challenges of the 80's will need the best minds, talents, and efforts of each member of our society. It will happen only if all our citizens, women and men, girls and boys, are given an equal opportunity to achieve their full potential.

Twenty five years ago the U.S. Supreme Court in Brown v. Board of Education, in speaking of elementary and secondary education, said that the opportunity for an education "is a right which must be made available to all on equal terms." In elementary, secondary, and higher education, it is the hope of the Council that this Nation's commitment to educational equity for women and minority groups will be even stronger in the 80's - and the Council pledges its dedication to that task.

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Appendix A

The Women's Educational Equity Act (P.L. 95-561)

SHORT TITLE: PURPOSE

Sec. 931 (a) This part may be cited as the "Women's Educational Equity Act of 1978."

(b)(1) The Congress finds and declares that educational programs in the United States, as presently conducted, are frequently inequitable as such programs relate to women and frequently limit the full participation of all individuals in American society.

(2) It is the purpose of this part to provide educational equity for women in the United States and to provide financial assistance to enable educational agencies and institutions to meet the requirements of title IX of the Education Amendments of 1972.

(c) As used in this part, the term "Council" means the National Advisory Council on Women's Educational Programs.

GRANT AND CONTRACT AUTHORITY

Sec. 932 (a) The Commissioner is authorized to make grants to, and enter into contracts with, public agencies, private non-profit agencies, organizations, and institutions, including student and community groups, and individuals, for activities designed to achieve the purpose of this part at all levels of education, including preschool, elementary and secondary education, higher education, and adult education. The activities may include –

(1) demonstration, developmental, and dissemination activities of national, statewide, or general significance, including –

(A) the development and evaluation of curricula, textbooks, and other educational materials related to educational equity;

(B) model preservice and inservice training programs for educational personnel with special emphasis on programs and activities designed to provide educational equity;

(C) research and development activities designed to advance educational equity;

(D) guidance and counseling activities, including the development of nondiscriminatory tests, designed to insure educational equity;

(E) educational activities to increase opportunities for adult women, including continuing educational activities and programs for underemployed and unemployed women; and

(F) the expansion and improvement of educational programs and activities for women in vocational education, career education, physical education, and educational administration; and

(2) assistance to eligible entities to pay a portion of the costs of the establishment and operation, for a period of not to exceed two years, of special programs and projects of local significance to provide equal opportunities for both sexes, including activities listed in paragraph (1), activities incident to achieving compliance with title IX of the Education Amendments of 1972, and other special activities designed to achieve the purposes of this part.

Not less than 75 per centum of funds used to support activities covered by paragraph (2) shall be used for awards to local educational agencies.

(b) For each fiscal year, the Commissioner shall use $15,000,000 from the funds available under this part to support activities described in paragraph (1) of subsection (a). Any funds in excess of $15,000,000 available under this part shall be used to support activities described in paragraph (2) of subsection (a).

APPLICATION; PARTICIPATION

Sec. 933. (a) A grant may be made, and a contract may be entered into, under this part only upon application to the Commissioner, at such time, in such form, and containing or accompanied by such information as the Commissioner may prescribe. Each such application shall –

(1) provide that the program or activity for which assistance is sought will be administered by or under the supervision of the applicant;

(2) describe a program for carrying out one or more of the purposes set forth in section 932(a) which holds promise of making a substantial contribution toward attaining such purposes; and

(3) set forth policies and procedures which insure adequate evaluation of the activities intended to be carried out under the application;

(b) Nothing in this part shall be construed as prohibiting men and boys from participating in any programs or activities assisted under this part.

SMALL GRANTS

Sec. 934. In addition to the authority of the Commissioner under section 932, the Commissioner shall carry out a program of small grants (as part of the grant program administered under section 932 (a)(1)), not to exceed $25,000, each, in order to support innovative approaches to achieving the purposes of this part; and for that purpose the Commissioner is authorized to make grants to public and private nonprofit agencies and to individuals.

CRITERIA AND PRIORITIES

Sec. 935. The Commissioner shall establish criteria and priorities for awards under this part to insure that available funds are used for programs that most effectively will achieve the purposes of this part. Those criteria and priorities shall be promulgated in accordance with section 431 of the General Education Provision Act.

NATIONAL ADVISORY COUNCIL ON WOMEN'S EDUATIONAL PROGRAMS

Sec. 936 (a) There is established in the Office of Education a National Advisory Council on Women's Educational Programs. The Council shall be composed of –

(1) seventeen individuals, some of whom shall be students, and who shall be appointed by the President, by and with the advice and consent of the Senate, from among individuals, broadly representative of the general public who, by virtue of their knowledge or experience, are versed in the role and status of women in American society;

(2) the staff Director of the Civil Rights Commission;

(3) the Director of the Women's Bureau of the Department of Labor; and

(4) the Director of the Women's Action Program of the Department of Health, Education, and Welfare.

The Council shall elect its own Chairperson from among the members described in paragraph (1).

(b) The term of office of such member of the Council appointed under paragraph (1) of subsection (a) shall be three years, except that –

(1) the members first appointed under such clause shall serve as designated by the President, six for a term of one year, five for a term of two years, and six for a term of three years, and

(2) any member appointed to fill a vacancy occurring prior to the expiration of the term for which his or her predecessor was appointed shall be appointed for the remainder of such term.

(c) The Council shall –

(1) advise the Secretary, Assistant Secretary, and the Commissioner on matters relating to equal educational opportunities for women and policy matters relating to the administration of this part;

(2) make recommendations to the Commissioner with respect to the allocation of any funds pursuant to this part, including criteria developed to insure an appropriate geographical distribution of approved programs and projects throughout the Nation;

(3) recommend criteria for the establishment of program priorities;

(4) make such reports as the Council determines appropriate to the President and the Congress on the activities of the Council; and

(5) disseminate information concerning the activities of the Council under this part.

(d) The provisions of part D of the General Education Provisions Act shall apply with respect to the Council established under this subsection.

REPORT

Sec. 937. The Commissioner is directed, not later than September 30, 1980, 1982, and 1984, to submit to the President and the Congress and to the Council a report setting forth the programs and activities assisted under this part, and to provide for the distribution of this report to all interested groups and individuals, including the Congress, from funds authorized under this part. After receiving the report from the Commissioner, the Council shall evaluate the program and projects assisted under this part and include such evaluation in its annual report.

AUTHORIZATION OF APPROPRIATIONS

Sec. 938. For the purpose of carrying out this part there are authorized to be appropriated $80,000,000 for fiscal year 1980, and each of the three succeeding fiscal years.

APPENDIX B: COUNCIL MEETINGS

Twenty-fourth Council Meeting	January 23-25, 1980 Phoenix, Arizona
Executive Committee	1/23/80
Civil Rights Committee	1/23/80
Federal Policies, Practices, and Programs Committee	1/23/80
WEEA Program Committee	1/23/80
Twenty-fifth Council Meeting	April 8-9, 1980 Washington, D.C.
Executive Committee	4/7/80
Civil Rights Committee	4/8/80
Federal Policies, Practices, and Programs Committee	4/8/80
WEEA Program Committee	4/8/80
Twenty-sixth Council Meeting	June 17-18, 1980 Washington, D.C.
Executive Committee	6/16/80
Civil Rights Committee	6/17/80
Federal Policies, Practices, and Programs Committee	6/17/80
WEEA Program Committee	6/17/80
Twenty-seventh Council Meeting	September 16-17, 1980 Washington, D.C.
Executive Committee	9/15/80
Civil Rights Committee	9/16/80
Federal Policies, Practices, and Programs Committee	9/16/80
WEEA Program Committee	9/16/80
Public Hearings on Sex Equity in Vocational Education	May 8-9, 1980 New York City, New York
	May 15-16, 1980 Denver, Colorado
Orientation Session for New Members	November 10-11, 1980 Washington, D.C.
WEEA Program Committee Meeting	November 11, 1980 Washington, D.C.

APPENDIX C: COUNCIL PUBLICATIONS

If you would like to receive any of the Council's publications, please print your name and address on the back of this page and check the appropriate spaces. Send this form to the National Advisory Council on Women's Educational Programs, 1832 M Street, N.W., Suite 821, Washington, D.C. 20036.

If you wish to receive any of the asterisked reports (which are no longer available free of charge from the Council), you may purchase them from the Government Printing Office (GPO) or through the Educational Resource Information Center (ERIC).

_____ Seven Years Later: Women's Studies Programs in 1976

_____ Sexual Harassment: A Report on the Sexual Harassment of Students

_____ What's WEEA?

_____ Working Women Speak: Education, Training, Counseling Needs

* 1979 Annual Report - Equity for the Eighties (GPO: 017-080-02081-5)

* 1978 Annual Report - Educational Equity: The Continuing Challenge (ERIC: ED 182 503)

* The Educational Needs of Rural Women and Girls (ERIC: 136 997)

* Increasing Sex Equity: The Impact of the 1976 Vocational Education Amendments on Sex Equity in Vocational Education (Report will be available through ERIC and GPO)

* Neglected Women: The Educational Needs of Displaced Homemakers, Single Mothers, and Older Women (ERIC: ED 163 138)

* Sex Discrimination in Guidance and Counseling (ERIC: ED 163 137)

* The Unenforced Law: Title IX Activities by Federal Agencies Other than HEW (GPO: 017-080-01840-3)

* Women's Participation in Management and Policy Development in the Education Division (ERIC: ED 146 696)

* Efforts Toward Sex Fairness in the Use of Education Division Funds (ERIC: ED 146 697)

* Problems in Assessing the Impact of Education Division Programs on Girls and Women (ERIC 150 530)

* Sex Bias: Education Legislation and Regulations (ERIC: ED 153 332)

* Sex Fairness in Education Division Communication, Products and Dissemination Strategies (ERIC: ED 154 320)

NAME _____

ADDRESS _____

_____

_____ ZIP _____

* ERIC Address: EDRS
P.O. Box 190
Arlington, Virginia 22210
(301) 656-9723

GPO Address: Superintendent of Documents
Government Printing Office
Washington, D.C. 20402
(202) 783-3238

* U.S. GOVERNMENT PRINTING OFFICE : 1981 - 725-367/1093

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